

Independent Study Documentation

LICENSEE NAME:
LICENSE NUMBER:

50 Pages Of Reading Material Equals 1 Clock Hour - Audio/Video Are Equal To Actual Minutes/Hours

Type of Material: *Circle One →*
BOOK
ONLINE CLASS
VIDEO/DVD
AUDIO CASSETTE
Title of Material:
Author/Presenter of Material:
Material borrowed/purchased from:
Length of Material: (time/pages)
Date of Completion:
Clock Hours Completed:

Online Training: Provide both a certificate of completion and the Independent Study Documentation form.

Complete the items below and list a minimum of 5 items related to the training you completed:

Which of the 13 Child Development topics does this training cover?

Development Topic(s): _____
(Development topics are listed on back side of this form)

Explain how this training material fits this topic.

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List At Least 5 Items You Learned From This Training And Give A Brief Explanation Of Each

1.

2.

3.

4.

5.

Describe the steps you plan to take to put into practice what you've learned from this training.

Approved Training for Licensed Child Care and Preschool Programs

All individuals who work with children in licensed child care programs must obtain in-service training. The following is a list of topic areas that have been approved to meet licensing requirements.

CDA Training Topic Areas	Nebraska's Core Competencies for Early Childhood Professionals
1. Safe Environment To promote a safe environment that prevents and reduces injuries.	A. Child Growth and Development Early childhood teachers and caregivers understand how children develop physically, cognitively, and socially and emotionally.
2. Healthy Environment To promote good health, nutrition and the prevention of illness.	B. Health, Safety and Nutrition Early childhood teachers and caregivers establish and maintain an environment that ensures children's healthy development, safety, and nourishment.
3. Learning Environment To promote the use of space, relationships, materials and routines as resources for constructing an interesting, secure and enjoyable environment that encourages play, exploration and learning.	C. Learning Environment Early childhood teachers and caregivers know how to offer an organized, inviting and accessible environment that has many diverse and appropriate materials, activities, and experiences.
4. Physical Development To promote the use of a variety of equipment, activities, and opportunities to enhance the physical development of children.	D. Planning Learning Experiences/Curriculum Early childhood teachers and caregivers plan learning experiences that promote physical development, cognitive development, language and literacy skills in children and the social/emotional development of young children.
5. Cognitive Learning To promote activities and opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and learning styles of children.	E. Interacting with Children and Providing Guidance to Children Early childhood teachers and caregivers establish supportive relationships with children and guide them as individuals and as part of a group.
6. Communication To promote communication with children and provide opportunities and support for children to understand, acquire and use verbal means of communicating thoughts and feelings.	F. Observation, Assessment, and Documentation Early childhood teachers and caregivers observe, measure, and determine what children know, what interests them, and what learning activities will expand children's learning.
7. Creative Learning To promote opportunities that stimulates children to play with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.	G. Partnerships with Families and Communities Early childhood teachers and caregivers understand that families are the primary influence on children's development and have primary responsibility for child rearing.
8. Self-Esteem To promote physical and emotional development and emotional security for each child and helps each child to know, accept and take pride in developing a sense of independence.	H. Professionalism and Leadership Early childhood teachers and caregivers serve children and families in a professional manner, establish professional relationships with co-workers and & community.
9. Social Development To promote helping each child to feel accepted in the group, to learn to communicate and get along with others, and encourage feelings of empathy and mutual respect among children and adults.	I. Administration, Program Planning and Development Early childhood teachers and caregiver operate their programs using sound business practices around hiring, training and developing staff, and managing program finances.
10. Guidance To promote a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.	
11. Family Relationships To promote an open, friendly and cooperative relationship with each child's family, encouraging their involvement in the program and supporting the child's relationship with family.	
12. Program Management To promote use of all available resources and to ensure an effective operation (organization, planning, record keeping, communicating, team building).	
13. Professionalism To promote decision making based on knowledge of early childhood theories and practices; promoting quality in child care services and taking advantage of opportunities to improve competence both for personal and professional growth and for the benefit of children and their families.	